DOCUMENT RESUME

ED 241 716 CE 038 433

AUTHOR Katz, Douglas S.
TITLE Volunteers and Voc Ed. Information Series No. 271.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 84
CONTRACT 300-83-0016
NOTE 46p.
AVAILABLE FROM National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN271--$4.25).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Community Relations; *Educational Benefits; Educational Objectives; Educational Planning; Financial Support; Guidelines; Models; Needs Assessment; Postsecondary Education; Program Administration; *Program Design; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Recruitment; Resources; Secondary Education; Staff Orientation; Staff Role; Staff Utilization; *Vocational Education; *Volunteers

ABSTRACT

This report describes the benefits to vocational educators of involving volunteers in vocational programs and presents a model for planning and implementing a volunteer program. Outlined first are programmatic and nonprogrammatic approaches to designing volunteer programs. Next, in a discussion of the benefits of vocational volunteer programs, the accomplishments attained at vocational volunteer programs located in Albuquerque, Chicago, Philadelphia, and Dade County in Florida are listed. Various aspects of planning a vocational volunteer program are discussed, including preplanning, assessing needs for volunteers, program goals and objectives, volunteer roles and responsibilities, financial considerations, program administration, staff relations, and final planning. Addressed in a chapter of program implementation and operation are staff orientation, community relations, needs assessment, recruitment of vocational volunteers, the screening and selection of applicants, orientation, training, placement, and retention. Guidelines are presented for monitoring program progress and evaluating the effects of the program. Provided in the remaining three sections of the report are concluding comments, a bibliography of related readings, and a list of references. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Information Series No. 271

ED241716

VOLUNTEERS AND VOC ED

Douglas S. Katz
CONSERVA, Inc.

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1984

CE 038 433

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this docu-ment do not necessarily represent official NIE position or policy.

FUNDING INFORMATION

Project Title: National Center for Research in Vocational Education, Clearinghouse

Contract Number: 300830016

Project Number: 051MH30001

Act under Which Funds Administered: Education Amendments of 1976, P.L. 94-482

Source of Contract: Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20202

Contractor: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Executive Director: **Robert E. Taylor**

Disclaimer: This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

CONTENTS

Page

LIST OF FIGURES v

FOREWORD vii

EXECUTIVE SUMMARY ix

INTRODUCTION 1

Programmatic and Nonprogrammatic Approaches 2

BENEFITS OF VOCATIONAL VOLUNTEER PROGRAMS 5

Background 5
Accomplishments 5

PLANNING A VOCATIONAL VOLUNTEER PROGRAM 9

Preplanning 9
Assessing Needs for Volunteers 10
Program Goals and Objectives 11
Volunteer Roles, Duties, and Responsibilities 12
Financial Considerations 15
Program Administration 16
Staff Relations 17
Finalizing the Plan 17

PROGRAM IMPLEMENTATION AND OPERATION 19

Staff Orientation 19
Community Relations 20
Identifying Specific Needs for Volunteer Assistance 20
Recruitment of Vocational Volunteers 21
Screening and Selection of Applicants 25
Orientation 25
Training 27
Placement 28
Retention 28

CONTENTS (Continued)

Page

PROGRAM EVALUATION 31

Monitoring Program Progress 31
Evaluating the Effects of the Program 31

CONCLUDING COMMENTS 33

RELATED READINGS 35

REFERENCES 37

LIST OF FIGURES

Page

Figure 1: General Model of Program Development 8

Figure 2: Sample Needs Assessment Questionnaire 13

Figure 3: Sample Vocational Volunteer Job Description 22

Figure 4: Sample Request for Volunteers Form 23

FOREWORD

Volunteers and Voc Ed describes the benefits to vocational education of involving volunteers in the program. A model for planning and implementing a volunteer program is presented along with numerous resources.

This paper is one of nine papers produced by the National Center Clearinghouse's Information Analysis Program in 1984. It is hoped that the analysis of information on topics of interest to the field of vocational education will contribute to improved programming. Papers in the series should be of interest to all vocational and adult educators, including federal and state agency personnel, teacher educators, researchers, administrators, teachers, and support staff.

The profession is indebted to Dr. Douglas S. Katz for the scholarship demonstrated in the preparation of this paper. Dr. Katz is Vice-President of CONSERVA, Inc., Raleigh, North Carolina. He directed a national project to improve the utilization of volunteers in vocational education sponsored by the Office of Vocational and Adult Education, U.S. Department of Education.

Dr. Donald Clark, President, National Association for Industry-Education Cooperation; Dr. Jane K. Schade, Executive Director, Jobs for Arizona Graduates; and Dr. Barbara Kline and Carol Spencer of the National Center for Research in Vocational Education contributed to the development of the paper through their reviews of the manuscript. Staff on the project included Judy Balogh, Dr. Wesley Budke, and Dr. Judith Samuelson. Ruth Nunley typed the manuscript and Janet Ray served as word processor operator. Editorial assistance was provided by Ruth Morley of the Field Services staff.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Volunteerism in America is a time-honored tradition. Our country depends on volunteers for such diverse functions as crime prevention, health care services, fire fighting, and religious instruction. Many of our citizens are involved in the volunteerism movement. A recent survey found that over 50 percent of a sample of adult Americans performed volunteer activities during 1980 and 1981.

Vocational educators frequently invite volunteer guest lecturers and demonstrators into their classrooms. However, most programs leave the responsibility for identifying, recruiting, and orienting volunteers to the individual instructor. This lack of coordination leads to such undesirable outcomes as duplication of effort and overuse of limited resources. An organized program resolves these problems by serving as the interface between vocational education's need for volunteer assistance and community resources that possess the potential to meet those needs. This paper provides guidelines for planning and implementing an organized volunteer program in vocational education. It is intended to be used by vocational education administrators at the local level, but it provides information useful to individuals in a number of different roles.

The expanded organized involvement of volunteers offers vocational educators assistance in maintaining and improving vocational education programs during what promises to be an extended period of limited resources and demands for excellence.

Perhaps even more important, the involvement of citizens in school programs will further the community's understanding of the purposes of vocational education and its potential for meeting the needs of students and the community.

Some benefits to schools of using volunteer assistance are illustrated by the following ways volunteers have served in demonstration programs:

- Worked to develop a statement of philosophy for vocational education within the school district
- Worked with the board of education and district administrators to review the implications of the statement of philosophy
- Helped to develop role descriptions for personnel within the vocational education department
- Developed a systems approach to be used in vocational education curriculum development
- Worked with the vocational education department on developing staffing patterns and associated financial requirements

- Assisted in the design and operation of inservice education programs for vocational education instructors
- Reviewed existing curriculum offerings and proposed alternative arrangements
- Assisted in designing and obtaining approval of new vocational education curricula
- Helped in the development of a proposal to be presented to the board of education for a new vocational education center
- Developed an itemized list of current and anticipated costs associated with the existing and proposed vocational program
- Assisted in counseling vocational education students
- Provided small group and individual instruction in occupational areas
- Provided remedial and enrichment activities to students
- Assisted a vocational education department in resolving problems relating to equipment and supplies
- Served as guest lecturers in vocational education classes
- Demonstrated and discussed new equipment to be used to train students in servicing equipment

Planning is a critical factor in the success of a volunteer program. A feasibility study is needed to determine whether or not the development of a vocational education volunteer program is desirable and possible to implement. The initial question for discussion during this preplanning period is this:

- Could we use additional resources in our vocational education program, and if so, could volunteers provide the types of resources we need?

As you consider this question, it is important to concentrate your efforts on—

- determining how your vocational education program might be improved,
- what volunteer assistance is available from the community, and
- how volunteers might bring about need improvements.

Once this question is answered in the affirmative, a needs assessment should be completed to gather information through which to determine the following:

- The goals and objectives of the volunteer program
- The potential scope of activities to be performed by volunteers
- The types of individuals or organizations that should be recruited as volunteers

Representatives of all groups concerned with the vocational education program should be involved in completing the needs assessment. This helps to build support for the program and to facilitate the gathering of the broadest range of information.

Planners should concern themselves with such tasks as (1) defining the roles, duties, and responsibilities of volunteers, (2) planning finances, (3) designing program administrative structure, (4) designing a program monitoring strategy, (5) planning a supervisory structure for volunteers, and (6) providing for staff relations.

Implementation of a vocational volunteer program involves (1) staff orientation, (2) community relations concerns, (3) identification of specific needs for volunteer assistance, (4) recruitment of volunteers, (5) screening and selection of applicants, (6) orientation of volunteers, (7) training of volunteers, (8) placement of volunteers, and (9) retention of volunteers.

Program evaluation is needed to provide information upon which to base decisions concerning program operations, and to demonstrate program impact. Evaluation involves monitoring the progress of the program toward achieving goals and making judgments about the value of the program.

A carefully planned and implemented vocational volunteer program can make a significant contribution to program improvement efforts of vocational educators. Such programs can offer vocational educators a return on efforts that far exceeds that of many other uses of program resources.

INTRODUCTION

A century and a half ago, the noted French political theorist and student of the American scene, Alexis de Tocqueville, was greatly impressed by the voluntary involvement of Americans in so many aspects of their society. At that time he observed that "feelings and opinions are recruited, the heart is enlarged, and the human mind developed only by the reciprocal influence of people on each other" (de Tocqueville 1835).

The spirit of voluntary involvement that de Tocqueville had witnessed was not a transitory phenomenon of a new and growing nation. To the contrary, as our nation matures, it continues not only to encourage voluntary involvement but, in many situations, it also depends upon volunteers for such vital functions as crime prevention, health care services, fire fighting, political elections, religious instruction, and direction of many of its public institutions. Whereas we often take the contributions of volunteers for granted, the well-being of our citizens is literally dependent upon volunteer blood.

The extent to which Americans are involved in volunteer activities is difficult to quantify due to the lack of any widely accepted definition of what constitutes volunteering. Nevertheless, estimates of volunteer involvement are available. For example, a 1981 Gallup survey found that 52 percent of American adults performed volunteer activities between March of 1980 and March of 1981. Thirty-one percent of those who were included in that national survey regularly spent more than one hour per week on volunteer work ("The 1981 Gallup Survey on Volunteering" 1982).

In the field of education, another source estimated that the number of citizens serving as educational volunteers was approximately 6 million persons (National School Volunteer Program 1979). In terms of the dollar equivalent of volunteer work—a subject which is even more difficult to define in an accepted way—analyses performed by Wolozin (1975) resulted in a dollar value estimate of $67.8 billion for 1974 and a projected value of over $100 billion for 1980. Regardless of whatever difficulties there may be in precisely defining or placing a dollar value upon volunteer work, it should be clear that volunteers make a significant contribution to our society.

When we use the term "volunteers," it often brings to mind a stereotype of people different from ourselves. We might think of a person who donates some time to help elect a political candidate, someone who leads a scout troop, or perhaps a parent who spends a few hours each week providing assistance at the local elementary school. Each of these persons is a volunteer. It is also likely that you either have served or are seving as a volunteer. (The Gallup survey found that the majority of American adults served as volunteers during some time over a one-year period.) But do you think of yourself as a volunteer? Probably not.

Many people volunteer their assistance and don't think of themselves as volunteers. They are people who are contributing their time or assistance to some cause that they believe is worthwhile. Their contribution might be a one-time commitment, such as participating in a fund-raising effort, or a continuing one, such as serving as an advisory committee member. And likely as not, they will see themselves as benefiting from the particular activity. It made them feel good about them-

selves, gave them an opportunity to meet some new people, contributed to their child's development, or possibly helped their business or professional career

With the realization that almost everyone we know has volunteered in one capacity or another we begin to see that the potential for improving our utilization of volunteers is limited more by our lack of knowledge of how to better use volunteer resources than it is by a lack of potential volunteers within our communities.

Programmatic and Nonprogrammatic Approaches

The involvement of volunteers in vocational education is not unusual. Vocational education has a long history of involving community representatives as members of curriculum advisory committees to assist in the planning and evaluation of vocational education programs. Furthermore, it is not unusual for vocational instructors to invite guest lecturers to speak to their classes on topics related to their courses. However, these types of assistance, which are undeniably voluntary, are almost always the result of individual efforts to enhance vocational education by involving volunteers from the community.

Typically, the responsibility for identifying, recruiting, and orienting volunteers is left up to the individual who wishes the assistance. Usually, no organizational component or position exists to facilitate the involvement of volunteers in the vocational education program. As a result, a great deal of duplication of effort goes into identifying and recruiting volunteers, and a general lack of coordination exists between the various individuals' efforts.

Such an individualized approach for utilizing volunteers would be appropriate if the system—in this case vocational education—had few opportunities for volunteers to provide assistance. But there is every reason to believe that vocational education can benefit as much from volunteers as general education has, and the trend in general education over the past decade has been to establish recognized programs for promoting and facilitating the involvement of volunteers in the schools.

A volunteer program, whether it be in vocational education or in any other type of public institution, requires the management functions of (1) program planning and design, (2) implementation and operation of the program, and (3) monitoring and evaluation of program effectiveness. A volunteer program in vocational education thus represents a concerted—rather than fragmented—effort to involve volunteers in various capacities within the vocational education component of the school or postsecondary institution. Important factors that characterize a volunteer program—as contrasted with nonprogrammatic involvement of volunteers—include the following:

- A group planning process
- Specification of goals and objectives
- Allocation of resources
- Orientation of staff and volunteers
- Training opportunities for volunteers
- Negotiated commitments from volunteers

- Ongoing supervision of volunteers
- A public identity and image
- Formal and informal evaluation of accomplishments
- Top administrative approval and support
- Performance appraisal of volunteers
- Diversity of volunteer assignments
- Formally developed policies, practices, and procedures regarding volunteer assignments
- Materials describing the volunteer program

A vocational volunteer program thus represents an organized approach for utilizing volunteer resources in response to the predetermined needs of the vocational education program. Organized volunteer programs are planned, staffed, administered, and evaluated. They serve as the interface between vocational education's needs for volunteer assistance and the community resources suitable for meeting those needs. They require the commitment of resources that might otherwise be expended on existing vocational education programs. However, valuable benefits can be realized in terms of expanded use of community resources, reduced duplication of effort by personnel currently utilizing volunteers, and improved programs. All these contributions justify a thorough examination of the potential costs and benefits of installing a vocational volunteer program.

Program Benefits

A volunteer program can offer vocational education a creative response to the numerous challenges it faces in the decade of the eighties. An expanded involvement of volunteers provides the possibility of maintaining and improving the effectiveness of vocational education programs during what promises to be an extended period of limited resources and demands for excellence. A volunteer program can contribute to program excellence by helping to strengthen linkages between schools and communities to bring about increased responsiveness of vocational education to ever-changing community needs.

Volunteers can assist in the recruitment of new students as well as in the placement of program completers. They can help to provide the support services needed by students with special needs to enable them to succeed in regular vocational education programs. Through the creation of expanded opportunities for volunteers to become involved in the vocational education program, the school will further the community's understanding of the purposes of vocational education and its potential for meeting the needs of students and the community. Finally, volunteers successfully utilized in vocational education can serve as community advocates, promoting increased support for vocational education.

Since volunteers represent such an important resource for vocational education programs, this application paper provides guidelines for planning and implementing an organized volunteer program. Although it is intended to be used by those individuals responsible for implementing a volunteer program, it also provides information useful to state and local vocational education administrators and decision makers.

The first section provides a summary of the types of volunteer assistance vocational education programs in several cities received as a result of their installing vocational volunteer programs. The generic procedures that they used to achieve those benefits are described at some length in the two sections following it. Whereas those procedures focus on a programmatic approach for the planning and operation of a vocational volunteer program, much of the information on the actual involvement of volunteers is also applicable to individual efforts to work with volunteers.

BENEFITS OF VOCATIONAL VOLUNTEER PROGRAMS

During the 1981-82 school year, vocational education programs in four cities set out to improve their utilization of volunteers by installing vocational volunteer programs as part of a national project conducted by CONSERVA, Inc., of Raleigh, North Carolina. The project was sponsored by the Office of Vocational and Adult Education, U.S. Department of Education.

Background

The four sites represented secondary, postsecondary, and adult vocational education programs. They were located in Albuquerque, Chicago, Philadelphia, and Dade County (Florida). Each of the sites followed the procedures described in the following chapters. During the twelve-month demonstration period, the programs undertook the following program development tasks:

- Establishing linkages with existing educational volunteer programs (if applicable) and obtaining necessary professional and community support
- Conducting an assessment of needs for volunteers
- Preparing a program development plan and budget
- Designing logistical procedures for program operations
- Developing volunteer job descriptions
- Orienting staff, faculty, and students
- Recruiting, selecting, and orienting volunteers
- Placing and supervising volunteers
- Maintaining records on program operations
- Conducting an evaluation of the volunteer program

At each demonstration site the school system or institution hired or assigned a person to serve as coordinator or director of the vocational volunteer program. In all cases, this was essentially a full-time assignment.

Accomplishments

A vocational volunteer program should be planned on the basis of an assessment of the needs of the vocational education program. Following this recommendation, each of the four sites

involved conducted an assessment to determine how volunteers could best be used in the vocational education program. Those assessments resulted in the development of four programs with unique goals and objectives.

Because of the time frame of the demonstration, the sites had only one semester to involve volunteers in their vocational education programs. (The prior semester was spent on planning.) During that relatively brief period, they were not able to achieve all of the objectives they had established. However, they were able to achieve most of them. A summary of the ways in which volunteers provided assistance to vocational education at the four sites follows:

- Worked to develop a statement of philosophy for vocational education within the school district
- Worked with the board of education and district administrators to review the implications of the statement of philosophy
- Helped to develop role descriptions for personnel within the vocational education department
- Developed a systems approach to be used in vocational education curriculum development
- Worked with the vocational education department on developing staffing patterns and associated financial requirements
- Assisted in the design and operation of inservice education programs for vocational education instructors
- Reviewed existing curriculum offerings and proposed alternative arrangements
- Assisted in designing and obtaining approval of new vocational education curricula
- Helped in the development of a proposal to be presented to the board of education for a new vocational education center
- Developed an itemized list of current and anticipated costs associated with the existing and proposed vocational programs
- Assisted in counseling vocational education students
- Provided small group and individualized instruction in occupational areas
- Provided remedial and enrichment activities to students
- Assisted a vocational education department in resolving problems relating to equipment and supplies
- Served as guest lecturers in vocational education classes
- Demonstrated and discussed new equipment to be used to train students in servicing equipment

The variety of ways in which these sites were able to make better use of volunteer resources reflects a potential for considerable expansion in most vocational education programs' use of community resources. The opportunity to move in that direction clearly exists. A planned approach for utilizing volunteers can make a significant contribution to meeting needs. A model for developing a vocational volunteer program is presented in the following chapters. A graphic representation of that model is presented as figure 1.

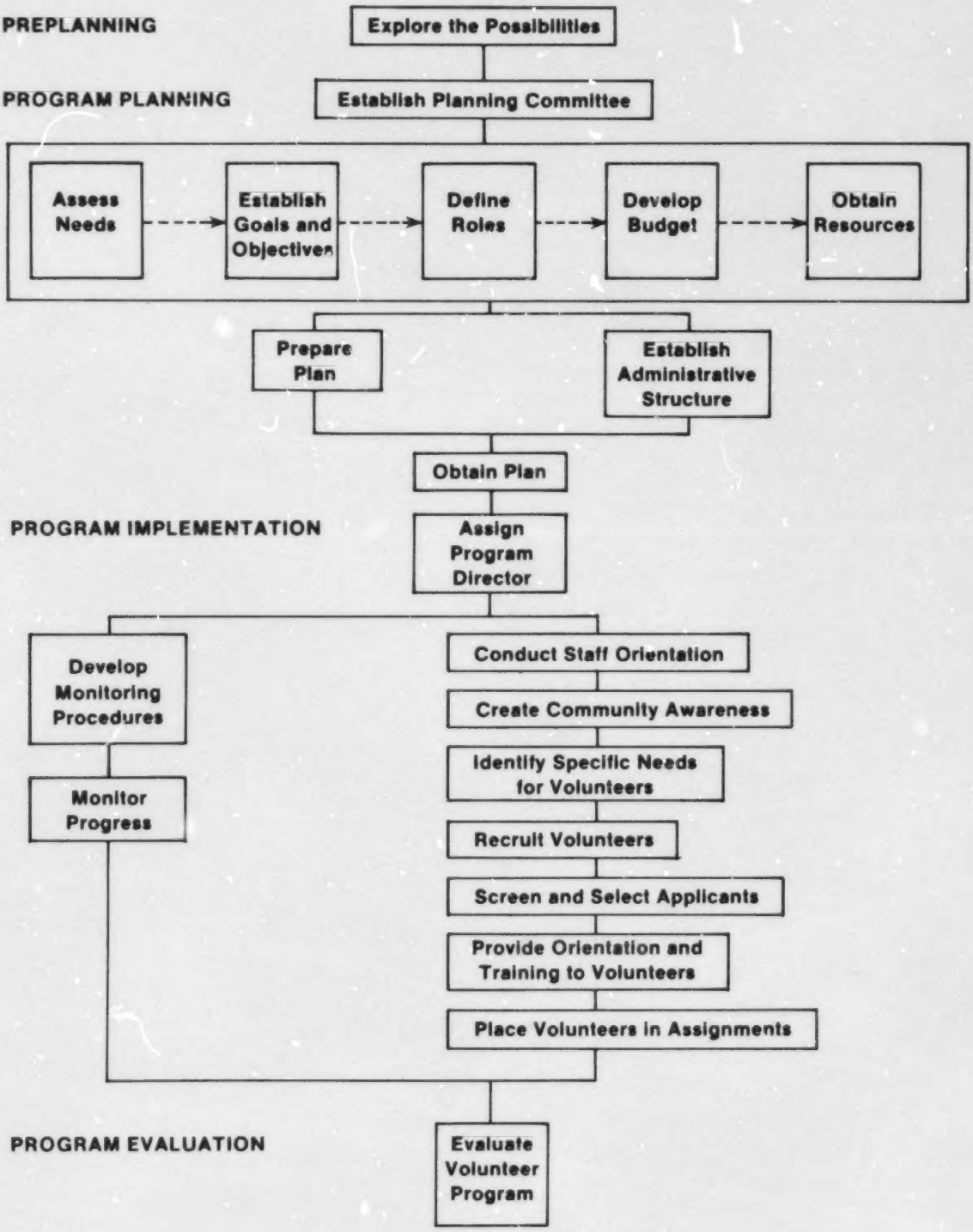

Figure 1. General model of program development

PLANNING A VOCATIONAL VOLUNTEER PROGRAM

Planning is as important in the development of a vocational volunteer program as it is in the development of a vocational education program. Effective planning is needed—

- to create a climate supportive of a vocational volunteer program,
- to determine the needs for volunteers within the vocational education program,
- to develop goals and objectives that reflect local needs,
- to identify and secure the resources necessary for program implementation, and
- to determine the procedures to be used in program operation.

Preplanning

A preplanning stage, or feasibility study, should be completed before planning begins. This involves careful consideration of whether or not to establish a vocational volunteer program. The initial question for discussion during this preplanning period is this:

- Could we use additional resources in our vocational education program, and if so, could volunteers provide the types of resources we need?

As you consider this question, it is important to concentrate your efforts on—

- determining how your vocational education program might be improved,
- what volunteer assistance is available from the community, and
- how volunteers might bring about needed improvements.

During the preplanning stage, you will explore the idea of establishing a vocational volunteer program. You will determine whether or not staff are interested in the idea, whether the school board (or its equivalent) would support the idea, and whether it is possible to secure the support of the community in providing voluntary assistance. You also should consider potential problems and possible solutions to those problems and share your ideas with others. In essence, this preplanning period is to determine the feasibility of implementing a vocational volunteer program.

If the idea for such a program appears feasible, the preplanning period is followed by a more systematic planning process. At this time, administrative support for establishing a vocational volunteer program should be obtained. This may be accomplished by informing the administration that the idea of establishing one appears worthy of further exploration, based on the information obtained in preplanning discussions. In addition, you might recommend that a staff member

be assigned to assess what a volunteer program can offer your vocational education program. The initial request is for administrative approval to explore the idea more fully. No administrative commitment should be sought until the proposal has been thoroughly analyzed.

A committee should be established to provide guidance and support for the planning process, and one or two individuals should be assigned (or volunteer for) the role of coordinating planning activities. Such committees are common among educational volunteer programs and are generally comprised of a mix of school personnel and community representatives. Where the school district or institution already has an effective vocational education advisory council, representatives of that council should be invited to serve on the vocational volunteer planning committee. Other representatives on the planning committee might include various individuals who could make a contribution to the planning process or subsequent program implementation. These might include—

- educational administrators,
- instructors,
- representatives of local volunteer organizations,
- business or industrial organizations,
- organized labor,
- local government representatives, and
- other interested community members.

Since the first task of the planning committee will be to provide advice on the feasibility of implementing a vocational volunteer program, the commitment of the committee members will involve three to five meetings over an eight- to twenty-week period. If the district or institution subsequently decides to proceed with program implementation, members of the planning committee should be invited to serve as the advisory committee for the program. Additional members can be added to the advisory committee as deemed appropriate, given the program goals and objectives.

Assessing Needs for Volunteers

If preplanning activities reveal a general agreement that the vocational education program could benefit by expanding its utilization of volunteer resources, then one of the initial planning tasks is to translate that agreement into clearly defined needs of the vocational education program. This can best be accomplished by conducting an organized needs assessment. Such an assessment should survey the needs of students, instructors, administrators, and support personnel.

The needs assessment serves a dual purpose. It not only determines how the vocational education program could be further improved, it also helps to build support for a vocational volunteer program. This is accomplished by seeking the opinions and advice of individuals who may subsequently be involved in the vocational volunteer program either as recipients or contributors of volunteer services. For planning purposes, the needs assessment serves as a primary source of information through which to determine—

- the goals and objectives of the volunteer program,
- the potential scope of activities to be performed by volunteers, and
- the types of individuals or organizations that should be recruited as volunteers.

A preliminary needs assessment can be conducted through individual or group discussions with school and community representatives. Those discussions should encourage an open expression of ideas concerning how the vocational education program could be improved. Throughout the assessment, it is very important that you not limit discussions to roles that fit existing stereotypes of volunteers. Vocational volunteers can do much more than assist in classrooms. Once this is recognized, many new possibilities will present themselves.

It is important that representatives of all groups concerned with the vocational education program be asked to participate in conducting the needs assessment. This includes—

- instructors,
- students,
- administrators,
- support personnel,
- employers of vocational program graduates, and
- community groups or associations interested in vocational education.

A sample representing the diversity of each group should be identified for inclusion in the needs assessment. Once that sample is identified, information from those representatives can be collected by means of personal or telephone interviews, mailed questionnaires, or (where applicable) questionnaires distributed within the schools.

A needs assessment questionnaire provides important information for the planning process whether used alone or following preliminary assessment. The questionnaire design process should designate that items be determined by members of the planning committee (or some other group that reflects various perspectives on the needs of the vocational education program). The questionnaire should provide respondents with the opportunity to identify additional areas that they believe need improvement. A sample needs assessment questionnaire appears in figure 2.

The information collected through the needs assessment should be tabulated and summarized for review by the planning committee. Based on that information, the planning committee should determine the areas of the vocational education program that could benefit from the assistance of volunteers. The committee should identify several needs to receive attention during subsequent planning activities.

Program Goals and Objectives

After the needs for volunteer assistance in vocational education have been identified and agreed upon, the planning committee or a subcommittee representing that group should translate

those areas of need into goals and objectives for the vocational volunteer program. For each area of need, at least one goal statement should be developed, and for each goal statement there could be several associated objectives. The goal statements will provide general direction for the volunteer program, and the objectives will define more precisely what the program hopes to accomplish. During the implementation of the volunteer program, the objectives will serve as benchmarks against which to measure progress and to judge effectiveness of the program.

The relationship between a need and its associated goals and objectives is illustrated by the following example:

Perceived Need: Many program completers do not know how to find suitable employment.

Goal: To increase the job search skills of vocational program completers.

Objectives:

- To recruit from large businesses during the 19__ -19__ school year at least ten volunteers who are knowledgeable about job opportunities and/or personnel department hiring practices
- To utilize the above ten volunteers during the spring semester in conducting at least five workshops designed to teach students how to prepare a resume and apply for jobs
- To plan and conduct a job fair during the spring semester where vocational education students can meet with area employers

Volunteer Roles, Duties, and Responsibilities

During the preplanning stage when the support of instructors, administrators, and the board of education is initially sought, some consideration will undoubtedly be given to the roles volunteers might be assigned (and especially to roles that they will not be allowed to assume). As the plan for the volunteer program begins to take shape, the types of activities to be performed by volunteers will become clearer. Those activities will need to be reviewed in light of previous assumptions concerning the roles and duties of volunteers, and modifications may need to be incorporated into a revised description of volunteers' roles, duties, and responsibilities.

One of the central issues that must be addressed in planning the volunteer program is the extent to which volunteers will be performing duties that would otherwise be performed by staff or not be performed at all. This issue must be considered when defining the roles and duties of vocational volunteers. Two central questions must be addressed:

- What does the vocational program really need?
- What will staff accept as legitimate roles for volunteers?

Obviously, the answers to these two questions will depend on the specific context in which the vocational volunteer program is to be installed. However, the acceptance of the volunteer program by staff is likely to be greatest where the roles of volunteers are clearly defined. Involving staff in the development of volunteer role descriptions reduces the likelihood that they will feel threatened by the volunteer program.

Needs Assessment Questionnaire

City College Vocational Department

The City College's Vocational Department is currently considering the establishment of a program to utilize volunteers in various capacities to enhance and further improve vocational education. Volunteers would not replace any functions performed by paid personnel but would provide assistance in performing those functions. As part of the planning of such a volunteer program, we are trying to identify the areas that could benefit the most from the assistance of volunteers.

The questionnaire below has been prepared to give you an opportunity to express your views concerning various aspects of the City College's vocational education program. Please take a few minutes to let us know what your views are regarding the needs of the program.

In responding to the items below, don't underestimate the potential contributions that volunteers from business, industry, and the community in general could provide to vocational education.

1. Please place a check by each of the following areas pertaining to vocational education that you believe are in need of considerable improvement.

__ a. vocational counseling
__ b. planning new curricula
__ c. keeping curricula up-to-date
__ d. student placement in jobs
__ e. community/employer support of vocational education
__ f. recruitment of new students
__ g. program evaluation
__ h. remedial instruction
__ i. students' job search skills
__ j. evaluation of students' competencies
__ k. curriculum completion rates
__ l. selection of new instructors
__ m. inservice instructional opportunities
__ n. student access to appropriate equipment
__ o. curriculum advisory committees
__ p. follow-up on program completers
__ q. program completion requirements
__ r. occupational analyses
__ s. field trip opportunities
__ t. screening and placement of new students
__ u. other:_____
__ v. other:_____
__ w. other:_____

Figure 2. Sample needs assessment questionnaire

Needs Assessment Questionnaire (Cont'd.)

2. Which three of the items you have checked or added do you believe to be in greatest need of improvement? (Use the list to find the letters corresponding to the three items.)

   __ most in need of improvement
   __ second most in need of improvement
   __ third most in need of improvement

3. For college personnel only:
   Please indicate up to five of the areas listed in which you would be interested in having a volunteer(s) provide you with assistance. (Use the list to find the appropriate letter for each area.)

   _____

   (Indicate letters in above space.)

4. Which of the following categories best describes your current status?

   __ vocational instructor
   __ vocational administrator
   __ other college staff
   __ vocational student
   __ employer
   __ employed worker
   __ other: _____

5. Optional: If you are interested in becoming further involved in this effort, please provide your name, mailing address, and telephone number below.

   _____

   _____

   _____

   _____

This questionnaire must be returned by (DATE) in order to be used for planning purposes. To return, just fold on dotted lines shown on opposite side, staple where marked, and mail.

An equally important consideration is the schools' responsibilities to the volunteers. One of the school system's initial responsibilities will be to extend its accident and liability insurance coverage to include volunteers. If volunteers will be transporting students, staff, or other volunteers, secondary-coverage automobile insurance should be provided for the protection of the volunteer. Schools may find it beneficial to the program to provide volunteers with reimbursement or other assistance for transportation expenses and meals while they are involved in their volunteer assignments.

Financial Considerations

Whereas the planning of the volunteer program might be performed by existing staff and the planning committee, subsequent program administration, operation, and development can be expected to require the attention of at least a half-time coordinator or director. In most educational volunteer programs, the director or coordinator of volunteers is a full-time salaried position (Bender 1975; Chambers 1972; MacBride 1980; Perkins 1966). When the program director is paid staff, the responsibility for administration of the program is centralized, more effective utilization of resources is possible, and constant and continuing management is available to ensure smooth program operation.

The decision concerning whether the program directorship should be a full-time or less than full-time assignment will depend on the scope of the program (i.e., the number of schools involved, the number of volunteers to be recruited, and so forth). However, given the responsibilities of operating a school volunteer program, it is unrealistic to expect that a director could successfully implement a vocational volunteer program with less than half of his or her time designated to this task.

In addition to the costs associated with the volunteer program director's salary and fringe benefits, the school system will need to anticipate other costs such as those for office furniture and equipment, telephone service, postage, office supplies, secretarial and clerical assistance, and local travel reimbursement for the coordinator. Other expenses may include insurance coverage for volunteers, travel and meal reimbursement for volunteers, printing (e.g., promotional materials and directory of volunteers), special events (volunteer recognition programs, seminars, and workshops), publications, and inservice training time for school personnel. Some of these costs may be mitigated if, for example, volunteers are not reimbursed for meals, printing is done by the school's graphic arts department, and existing office furniture and equipment are used.

Based on the costs recently incurred by the volunteer programs previously described, it should be anticipated that a year-long vocational volunteer program will cost between three thousand and nine thousand dollars (exclusive of the salaries and fringe benefits for the program director and secretarial support). Also based on the experience of those programs, the director's salary should be at least equivalent to that of a vocational education instructor. This provides a rough estimate of what it will cost to install a year-long vocational volunteer program. Of course, your own budget—based on the scope of volunteer activities planned for your program—could vary considerably from this estimate.

Potential sources of funding for the program should be identified. Multiple funding sources may prove to be necessary in order to cover all aspects of the program's operations. One possibility is to apply for funding under Subpart 3—Program Improvement and Supportive Services—of the Vocational Education Amendments of 1976 (P.L. 94-482). Local educational funding, of course, should also be explored with regard both to initial program costs and more long-term funding if

other funds are secured for a short-term demonstration project. Funding from private foundations and corporations is another possibility for supporting the program, particularly during its developmental and initial implementation phases. In general, foundation support is for innovative educational activities on a short-term basis, so continued funding would have to come from other sources.

Corporate support, if any, is most likely to be in the form of released time for employees to volunteer—including the possibility of assigning a corporate employee to serve as director—rather than as a grant. When corporations sponsor employees on social service leave, it is rarely for more than one year. Therefore, when support is sought initially from outside sources such as foundations or corporations, the school should be prepared to assume financial responsibility for the program following a successful demonstration period.

If funding is not available, it is sometimes possible to secure a volunteer director for the program. An ideal candidate might be a retired vocational education staff member who wishes to continue to be involved in the vocational education program. An alternative might be a vocational education advisory committee member who has the time, interest, and skills necessary to fulfill the duties of director of the vocational volunteer program. If a volunteer function is needed by your vocational education program, you should not dismiss the idea of starting such an effort just because the funds are not currently available.

Program Administration

As suggested previously, the vocational volunteer program director should be a paid position. The location of that position within the administrative structure will need to be determined before program operations can begin. In cases where a school volunteer program is in operation, the director of vocational volunteers might report to the director of the school volunteer program. Such an arrangement will facilitate coordination of functions common to both programs, such as recruitment, selection, and placement of volunteers. In such an arrangement, formal channels of communication must be established between the director of vocational volunteers and the director of vocational education. Without effective communication and cooperation between these individuals, the success of the vocational volunteer program is doubtful.

In cases where a school volunteer program is not currently operating, it is recommended that the director of the vocational volunteer program report to the director of vocational education. If the volunteer program is to involve more than one school, the director of the vocational volunteer program should report to the supervisor of vocational education. The objective is to place the volunteer program director under the individual who provides the greatest direction to the vocational education program. Who this is will, of course, depend upon the organizational structure in which the vocational volunteer program is to be implemented.

Program Monitoring

The effective administration of the volunteer program will require the collection of information for use in monitoring program activities and the expenditure of program resources. Certainly, provisions must be made for monitoring the program's expenditures in relation to its operating budget. The director should also maintain a current record of participating volunteers. There are several reasons for this.

- First, the director will need to ensure that all volunteers have met health standards and liability insurance requirements of the program.

- Second, the volunteer program office should be able to contact all volunteers to inform them of changes in program operations or upcoming events.

- Third, a record of volunteer participation can be extremely helpful in assessing the extent to which volunteers have performed their intended roles.

- Finally, a current record-keeping system on available volunteers and requests for volunteer services is vital for purposes of placing volunteers in appropriate assignments.

Volunteer Program Supervision

Whereas the overall management of the volunteer program will be the responsibility of the program director, most of the direct supervision of volunteers will be provided by the vocational education personnel who request volunteers. The nature of the volunteer assignment will determine the most appropriate procedure for providing on-the-job supervision to the volunteer. In cases where the volunteer is placed in a continuing assignment with a vocational course, the course instructor would be the volunteer's immediate supervisor. However, if the volunteer is assigned to work with a particular student on a continuing basis, the supervision of the volunteer could be the responsibility of one of the student's instructors, a counselor, or another member of the staff.

Staff Relations

The development and maintenance of a positive relationship between the volunteer program and vocational education personnel is imperative for the success of the program. Through the involvement of staff in the planning of the program and through staff orientation sessions during program implementation, a foundation is established upon which a positive relationship can be built. The perpetuation of that positive relationship can be enhanced by actively seeking to identify problems as they arise and by developing strategies for overcoming those problems.

Participating staff should be encouraged to contact the volunteer program director whenever they are experiencing difficulty in working with a volunteer. It should be made clear to each participating staff member that the volunteer program office is ready to assist them whenever they are experiencing a problem pertaining to the volunteer program. A discussion of these points should be held during staff orientation sessions, as described in the following section.

Finalizing the Plan

As planning activities progress, the specifics of the intended vocational volunteer program should be documented in a written plan. The plan will serve as a description of the proposed program that can be reviewed by the various groups whose support will be needed to ensure the success of the program. Furthermore, it will serve as a justification of the cost estimates associated with the operation of the program when funding is sought from within or outside the educational system.

A section should be included in the plan that addresses how the results of the vocational volunteer program will be evaluated. This evaluation plan should indicate the objectives of the volunteer program, how the objectives are to be measured, and the anticipated time frame for measuring the achievement of objectives. However, the feasibility of achieving the initial set of objectives will depend on the amount of resources committed to the program, and therefore the evaluation plan will probably need to be modified in response to the actual level of funding obtained.

PROGRAM IMPLEMENTATION AND OPERATION

If the preceding steps have been followed, by the time the program is to begin implementation, the vocational volunteer program director will have a written plan to guide him or her in program implementation. The time and energy expended in developing that plan will prove to be a wise investment throughout the program implementation process.

Staff Orientation

During the planning of the vocational volunteer program, initial steps will have been taken toward informing the administration and staff of the purpose of the vocational volunteer program and the potential roles of volunteers. Once the decision has been made to proceed with implementation, additional orientation should be provided to stimulate further staff interest in and support for the volunteer program.

An announcement of the plan to implement a vocational volunteer program can serve as the initial step in orienting the staff to the new program. The announcement should provide information on—

- the goals of the program,
- the potential services to be provided by volunteers,
- the name and location of the director of the volunteer program, and
- the dates of staff orientation meetings.

If possible, the announcement should also include a statement of support from the board or administrator.

Orientation meetings will need to be tailored to local circumstances. In some settings, it may be possible to offer an orientation to the vocational volunteer program at a regularly scheduled staff meeting. In other situations, it may be necessary or advantageous to schedule special orientation sessions.

Orientation should allow for two-way communication between faculty members and the volunteer program director. Careful planning should go into preparing for these meetings. In addition to an oral presentation, handouts should be provided that describe the organization of the volunteer program, guidelines for working with volunteers, and sample volunteer job descriptions. Topics for inclusion might include:

- The roles of vocational volunteers
- Benefits that can be realized from the involvement of volunteers

- Goals and objectives of the volunteer program
- Services provided by the volunteer program office
- Volunteer recruitment, screening, selection, orientation, and placement procedures
- Preparation for work with volunteers
- Problem resolution procedures
- Evaluation of the volunteer program
- Identification of the program's volunteer needs
- Student orientation

Staff orientation to the program should continually be offered as the volunteer program expands. Therefore, provisions will need to be made to alert staff to upcoming orientation sessions or to enable them to register for orientation sessions on an as-needed basis. The school administration should demonstrate support for the program by providing staff with the time necessary to attend orientation sessions out of the school day.

Community Relations

Whereas staff orientation serves to create a supportive climate within the school, community relations serve this function outside the school. It is from the community that volunteers will be recruited, and the success of recruitment efforts will depend upon developing a positive relationship between the program and the community.

Community support should be cultivated during program planning and maintained throughout the duration of program activities. Community representatives involved in program planning should be recognized publicly for their contributions and kept informed of the progress being made. Community leaders and influential groups should also be contacted and made aware of the volunteer program, its purpose, and its potential benefits for the vocational education program and the community.

Informing the community of the vocational volunteer program can begin just prior to recruitment and continue thereafter on a regular basis. Indirect approaches such as newspaper articles, television news coverage, bumper stickers, and posters can be used to alert the public to the existence of the program. However, prior to initiating a public awareness campaign, it is important that the volunteer program be prepared to respond to inquiries that are likely to result from the publicity; potential volunteers are likely to lose interest if their inquiries are not answered promptly.

Identifying Specific Needs for Volunteer Assistance

During the planning of the vocational volunteer program, a needs assessment should have provided considerable insight into the various types of needs for volunteer services. That assessment also should have served as the basis for developing program goals and objectives and for developing volunteer job descriptions.

As the program enters the implementation phase, it will be necessary to identify specific needs for volunteer assistance among the various members of the vocational program staff. This should be completed prior to the implementation of a recruitment effort. Through the identification of specific needs, the recruitment and placement of volunteers will be guided, and additional job descriptions can be developed. A sample volunteer job description for a vocational shop/laboratory assistant appears in figure 3.

Whereas the identification of staff needs for volunteers should be a continuing activity throughout the duration of recruitment, a major effort should be made shortly prior to recruitment. Request for Volunteers forms distributed to members of the vocational education staff can be used to identify specific needs for volunteer assistance. A sample of such a request form appears in figure 4.

The distribution of the Request for Volunteers forms can be accomplished through the school mail, at regular staff meetings, or at orientation sessions where staff members are made aware of the purpose and goals of the vocational volunteer program. Regardless of the distribution procedure selected, it is generally advisable to limit distribution to those members of the staff who have already participated in an orientation meeting or have been provided orientation materials.

Prior to distribution of the request form, it is important that a procedure be established for processing the forms as they are received by the vocational volunteer program. A suggested procedure includes the following steps:

- Screen each form to ensure that it is complete and that the type of volunteer assistance requested is clearly understood. Request additional information as necessary.
- Classify the completed forms according to the volunteer job description or type of assistance needed.
- Review the file of available volunteers to determine if an appropriate applicant is available. If none is available, recruit to fill the position.
- Notify the staff members that their requests have been received and give the status of the request.

Unfilled requests for volunteers will need to be periodically reviewed and updated so that the volunteer program staff will know which potential assignments are still available. By keeping the records of available assignments up-to-date, recruitment and placement efforts can be directed toward those assignments that offer definite placement opportunities.

Recruitment of Vocational Volunteers

Recruitment provides the means by which contact is made with individuals and organizations that are potential volunteers for the vocational education program. It is similar in some respects to the development of community support for the volunteer program, although the purpose of the latter is much broader than recruiting volunteers. Through various recruitment procedures, members of the community are not only informed of the purposes of the volunteer program, but they are also made aware of the types of volunteer skills or services needed and are asked to help in meeting those needs.

Vocational Volunteer Job Description

- **Job Title:** Vocational Shop/Laboratory Volunteer
- **School/Department:** All District Schools/Trade and Industrial and Technical Education
- **Time Requirements** (Length/Schedule): One semester/minimum of one hour per week during school hours
- **Objective of Position:** To assist the shop/laboratory instructor in preparatory and instructional duties
- **Responsibilities and Tasks:**

  1. Demonstrate industrial applications of technical principles
  2. Assist in providing individual or small group instruction to students
  3. Assist students with special projects
  4. Demonstrate safety principles in work behavior
  5. Provide assistance to the instructor in preparing instructional materials and evaluating student performances

- **Qualifications:**

  Education: Minimum of high school diploma in trade and industrial or technical field, or appropriate on-the-job training

  Experience: Work experience in an industrial shop/laboratory related to vocational instructional area

  Personal Characteristics. Ability to relate well with others, to communicate effectively on a student level, and to demonstrate good work habits. Positive attitude toward teaching and learning.

  Other Desirable Skills/Interests: Some knowledge of teaching/learning principles

- **Training to Be Provided:** Volunteer preservice training to familiarize volunteer with school equipment/machinery and course objectives
- **Miscellaneous Requirements/Comments:** Afternoon and evening classes are being offered.

Figure 3. Sample vocational volunteer job description

Request for Volunteers

(Name of Vocational Volunteer Program)

(Address)

(Telephone Number)

Date: _____ Department/Curriculum: _____

Contact Person: _____ Location: _____

Number of Volunteers
Needed: _____ Phone/Ext. _____

Type of Service Needed and Major Responsibilities
(Attach job description if available): _____

_____

_____

_____

Qualifications (education, work experience, special skills): _____

_____

_____

_____

Duration of Assignment: _____

Days and Hours: _____

Preferred Starting Date: _____

.....

DIRECTOR OF VOCATIONAL VOLUNTEERS' RECORD

.....

Date Request Filled: _____

Volunteer Assigned: _____ ID# _____

_____

Reason Unable to Fill: _____

Figure 4. Sample request for volunteers form

At the heart of a successful recruitment campaign are—

- information on the types of volunteer services needed,
- knowledge of where to locate people who can provide those services, and
- utilization of multiple strategies for contacting those people to request their assistance.

Recruitment procedures should therefore be selected only after the specific needs for volunteers have been identified. The personnel responsible for recruitment will then have an informed perspective of the types of persons to recruit and the alternative procedures available for recruiting them.

Recruitment procedures can be classified into three major categories

- individual approaches,
- group approaches, and
- approaches to the public at large.

Individual recruitment approaches represent person-to-person forms of communication, such as direct mailings, telephone calls, and meetings with individuals. Group approaches include such methods as speaking to civic, professional, and other community groups; selectively placing program recruitment materials at targeted locations (such as particular types of employment settings); and having a description of the program included in business or association newsletters. The third category—approaches to the public at large—includes radio and television announcements, newspaper articles or advertisements, bumper stickers, billboard advertisements, and other one-way forms of mass communication with the general public.

Group and public approaches to recruitment reach a larger segment of the community than do individual approaches. However, the selection of recruitment strategies should not be guided strictly by the number of people contacted. The critical factor in recruitment procedures is the extent to which the techniques will serve to recruit people who possess the types of skills or resources needed by the vocational education program. When the volunteer program has a number of different assignments that do not require unique skills or experience, group and public appeals may prove the most effective means for recruiting volunteers. On the other hand, when a limited number of volunteer assignments are currently available or when specific skills are needed that are possessed by only a very small segment of the community, an individual or targeted group approach to recruitment is likely to be most effective.

The effectiveness of various recruitment strategies was reflected in the results of a 1981 Gallup survey of volunteers. Of a national sample of 843 persons who participated in volunteer activities—

- 44 percent first became involved because someone asked them to volunteer;
- 29 percent had a family member or friend involved in the activity or benefiting from it;
- 31 percent became involved through their participation in an organization or group; and
- only 6 percent of the sample first learned about the volunteer activity through radio, television or printed sources ("The 1981 Gallup Survey on Volunteering" 1982).

These results support the findings of others that personal or direct contact with prospective volunteers is the most successful approach for recruitment (Davis and Maguire 1977; Levine and Schmitz 1973).

Planning, organization, and coordination are three essential ingredients in the successful implementation of a volunteer recruitment program. The time and strategies for recruitment will need to be planned to correspond with the operational cycle of the vocational education program and its needs for volunteer assistance. Recruitment strategies will have to be considered in light of their potential effectiveness and the resources available for recruitment. Recruiters will need to be identified and trained, and someone—most likely the director of the vocational volunteer program—will have to assume primary responsibility for coordinating the recruitment effort.

Screening and Selection of Applicants

A successful recruitment campaign can result in the identification of numerous individuals who express an interest in serving as vocational volunteers. Once those individuals are identified, a screening and selection process is used to determine which of the prospects can meet the basic criteria established for selecting volunteers. In some instances, selection and placement of volunteers can take place at the same time. Nevertheless, selection (or screening) of volunteers is a necessary condition prior to placement.

The use of a screening and selection process should not be considered inappropriate simply because the applicant is offering to provide voluntary services. A screening process can be as advantageous to applicants as it is to the volunteer program, since it can prevent applicants from entering a situation in which they would not be comfortable or satisfied.

In a direct recruitment campaign, where prospective volunteers are initially contacted directly by a recruiter, a preliminary screening of prospects can be performed by the recruiter. Through interaction with the prospect, the recruiter may learn that the individual is not willing to make a firm commitment of time or lacks some basic qualification. If so, the recruiter can discreetly screen out the prospect by refraining from inviting the individual to apply for a volunteer assignment.

The screening and selection of applicants who respond to an indirect recruitment campaign are usually performed through a scheduled interview, following receipt of an application form. For each applicant, time must be allotted to interview the prospect in order to determine whether the individual would make a good volunteer, and what assignment(s) best fit the applicant's interests, abilities, and time schedule.

Regardless of how the applicant has been identified, specific qualification standards, or criteria, will need to be determined for screening and selecting applicants. The standards should reflect school or institutional policies, the goals and objectives of the vocational and volunteer programs, and the desired qualifications of individuals who will be interacting with students, instructors, administrators, or other members of the vocational education staff.

Orientation

Vocational volunteers usually need orientation (and sometimes training) prior to beginning their assignments. Orientation provides volunteers with information on—

- the purposes and goals of the vocational volunteer program;
- school policies and rules pertaining to volunteers;
- the role, rights, and responsibilities of volunteers; and
- procedural aspects of volunteering (such as how to sign in and out, where to park, whom to contact if they cannot report as scheduled, and where to go for assistance, should it be needed).

Orientation of the volunteer can be conducted in either a one- or two-stage process, depending upon the organization of the vocational volunteer program. Where the volunteer program is confined to one vocational school or institution, a single orientation session can be conducted at that setting. However, where the volunteer program is serving a number of schools within the district, a two-stage orientation is recommendod. The first of these orientation sessions would be at the district level, whereas the second would be at the school or institution where the volunteer is assigned. The major advantages of a two-stage orientation are that—

- fewer orientation sessions are required to cover topics of districtwide applicability;
- less staff time is required to conduct the orientation sessions; and
- volunteers are provided an opportunity to meet other volunteers.

The advantage of a single-stage orientation is that sessions are easier to schedule on an as-needed basis.

If orientation is to be offered in two stages, the first session should focus on topics of general application to all vocational volunteers. Suggested topics for the first orientation session are as follows:

- Philosophy and purpose of the vocational education program
- Goals and objectives of the vocational volunteer program
- Organization of the vocational volunteer program
- State and district policies concerning vocational volunteers
- Financial and legal responsibilities of the district
- Roles, rights, and responsibliities of volunteers
- Orientation at the schools

The second phase of orientation, which should be offered at the school or other location where the volunteers will be working, would focus more specifically upon their specific assignments and the setting. Items to be covered during the second phase of orientation might include the following:

- Orientation to the setting's facilities

- Location of parking areas, cafeteria, restrooms, smoking areas, and sign-in record
- School policies and rules
- Fire and safety procedures
- Recommended attire (if applicable)
- Introduction of the volunteers to members of the paid and volunteer staff with whom they will be working

Handouts and audiovisual aids should be prepared for regular use in conducting orientation sessions. Handouts might cover the following topics:

- Orientation to vocational education
- Purpose and goals of the vocational volunteer program
- School board or institutional policies regarding volunteers
- Guidelines for vocational volunteers
- Descriptions of selected vocational volunteer assignments

These materials are often incorporated into a volunteers' handbook that is distributed at the orientation session.

Training

Training—usually preservice—is intended to provide volunteers with specific skills or knowledge needed to perform assigned duties. Training is required to the extent that volunteers do not already possess the skills necessary to perform their volunteer assignments and feasible to the extent that volunteers are willing to make a commitment to the program that justifies the training. Training can be offered in either an individual or group setting. An individual approach is much easier to schedule (in response to an individual volunteer's entry into the program), but requires more staff involvement and does not provide volunteers with the opportunity to interact with other volunteers. However, individualization allows volunteer training to focus specifically on individual needs.

Group methods for training volunteers involve conferences, skills workshops, courses or minicourses, lecture-discussions, and so forth. The best approach for your program will depend on such factors as—

- the number of volunteers to be trained,
- the similarity of their training needs,
- the resources available, and
- the complexity of the skills to be acquired.

Placement

Placement occurs when a volunteer is assigned to a specific volunteer position. Depending on the positions available at the time of screening and selection, placement may occur immediately, or the volunteer may be asked to wait until an appropriate position becomes available.

The placement process begins with a request for volunteer services from a member of the school staff. The request is matched with the qualifications of available volunteers, determined through applications and interviews. Among the factors to consider in making placements are—

- the volunteer's skills and interests,
- time requirements,
- scheduling,
- commuting distances, and
- potential transportation problems.

The volunteer who appears to be best suited for the assignment is then contacted and offered the position. If a qualified volunteer is not found among the applicants, the request for volunteer services should be referred to recruiters.

When a qualified applicant accepts the assignment, the volunteer office should notify the staff member who will supervise the volunteer. A time and location should be established for the supervisor to meet with the volunteer. The volunteer office should then mail a confirmation of the assignment to the volunteer along with—

- a job description,
- the time and place of orientation,
- the schedule for the assignment,
- the name and location of the person to whom the volunteer should report, and
- the time and date of the appointment.

Every volunteer program is likely to be confronted with the situation in which an opening cannot readily be filled. In some instances, it is possible to provide otherwise qualified volunteers with training that will enable them to perform a specific assignment. However, if there is some doubt about the suitability of the placement, it is generally preferable to continue the search until the right volunteer can be found. Placing the wrong person in the assignment is likely to lead to dissatisfaction on the part of both the volunteer and the person who is being assisted. Thus, an inappropriate placement can cause more problems that it solves.

Retention

For the volunteers, the rewards of volunteering are derived largely from the personal fulfillment of their unique needs and interests. Interviewing volunteer applicants should serve to iden-

tify those needs and interests, and placement should strive to fulfill them. Professional people and craftspersons who want to utilize their special skills as volunteers should not, for example, be placed in assignments that do not require their skills. It is far better to develop appropriate assignments or to pursue new possibilities for utilizing volunteers' unique skills than to place them in positions in which they have no interest. In such cases, the volunteers' services will undoubtedly be lost as their interest wanes.

The placement of a new volunteer into a vocational volunteer assignment can mark the beginning of an extended and rewarding relationship for all parties concerned, or it can represent the beginning of a brief and dissatisfying experience for the volunteer. Sound placement procedures are vital to the retention of volunteers. However, a continuing effort to reinforce the volunteer relationship and recognize volunteers' contributions is also crucial to the retention of volunteers.

Successful retention of volunteers should be viewed in relation to the volunteers' fulfillment of their commitments to the program. Certainly, volunteers do not expect to be involved in the vocational education program forever. Rather, they accept an assignment for a specified time, after which they should feel a sense of achievement, whether or not they decide to continue to volunteer. The volunteer relationship should be structured so that volunteers do not feel guilty when they leave the program, and the paid school staff do not feel that they have failed whenever a volunteer resigns. Given this perspective, retention should be viewed as providing volunteers with the support, opportunities, and reinforcement they need to complete their assignments successfully.

Informal and formal evidence of recognition and appreciation for the volunteers' assistance is extremely important in retaining volunteers. Informal recognition and appreciation come primarily from the immediate supervisor of the volunteer and the other people with whom the volunteer is working. Among the informal methods that school personnel can use to express their appreciation to volunteers are the following:

- Asking the volunteer for advice on problems
- Taking time to talk with the volunteer
- Expanding the volunteer's responsibilities commensurate with his or her capabilities and interests
- Sharing books, journals, magazines, and other resources with the volunteer
- Taking part in less desirable tasks with the volunteer
- Sending greeting cards to the volunteer
- Treating the volunteer to lunch, a soft drink, or coffee
- Alerting the volunteer to upcoming school or community events that might be of interest
- Saying "thank you," or "you're doing a great job"
- Pointing out the contribution the volunteer is making

More formal methods of providing recognition and evidence of appreciation should be sponsored and supported by the vocational volunteer program as well as the vocational education staff. Among these more formal methods are the following:

- Awarding special citations for volunteers' service to the vocational education program
- Conducting districtwide recognition events
- Holding annual recognition dinners
- Providing volunteers with free passes to school-sponsored events
- Awarding plaques to groups, businesses, or organizations that sponsor volunteers or otherwise support the program

When the services of a vocational volunteer are provided by an agency or business, both the organization and the volunteer should be recognized for their assistance to the vocational education program.

PROGRAM EVALUATION

Evaluation of the vocational volunteer program should be designed to (1) provide information on which to base decisions concerning program operations; and (2) demonstrate the impact of the program to school board members, school personnel, volunteers, community groups, potential recruits, and other contributors to the program. The decision-making component of evaluation serves to maximize the impact of the program, given existing resources. The demonstration component influences the future expenditure of financial and human resources for program purposes.

Given this dual thrust of the evaluation, two types of information will be needed. Those individuals responsible for the planning and operation of the program will need information for use in monitoring the progress of the program in relation to its goals, objectives, and planned activities. Policymakers need information that will allow them to review the benefits and costs of the program.

Monitoring Program Progress

During the planning stage, activities are planned to achieve each volunteer program objective. During the implementation stage, the monitoring component of evaluation focuses on those activities so that deviations from the planned activities can be identified and corrected, if necessary. Thus, the monitoring component keeps the volunteer program director informed of progress toward objectives.

The selection of appropriate measures of progress is vital to the successful development and utilization of a program-monitoring system. Measures must be selected that program decision makers will accept as valid indicators of performance. This can be accomplished by reviewing each program component and identifying success indicators. The indicators become the performance measure for monitoring progress. The procedure by which the measurement will be made should be determined with due consideration for the resources necessary to collect and process the information.

Monitoring the program's progress need not require an extensive data collection effort involving staff, students, and volunteers. On the contrary, the emphasis should be on recording the activities that have occurred. Perhaps the short-term outcomes of those activities can also be noted. The central concern in monitoring program progress is (1) to determine if the program is proceeding as planned and (2) to identify activities that need modification.

Evaluating the Effects of the Program

The monitoring of the program's progress can serve to identify strengths and limitation in its implementation. However, evaluating the effects of the program goes beyond the scope of the program-monitoring system. This component of evaluation is designed to determine the extent to

which the program has achieved its intended outcomes and to enable staff to prepare a new plan based on the findings.

At the heart of a meaningful evaluation are predetermined goals and objectives that specify the results the program is intended to achieve. The efforts expended to recruit, orient, train, place, and supervise vocational volunteers should produce results that justify those efforts.

- How have students, instructors, administrators, and the community benefited from the vocational volunteer program?

- Were those benefits coincidental or can they actually be attributed to the volunteers' involvement?

By (1) establishing measurable objectives for the program prior to its implementation and (2) designing an evaluation plan in advance, the results or benefits of the program can be determined with some certainty. The findings of the evaluation can then serve as a basis for decisions designed to improve program effectiveness. Of course, if the results do not justify continuation of the program, this information may become the basis for a decision to terminate the effort.

This discussion is not intended to treat extensively the complex topic of program evaluation. Numerous resources are available to guide you in developing an evaluation plan for your particular needs. However, you should begin planning for program evaluation very early in the planning stage or you may find that you are not prepared to conduct an evaluation that can demonstrate program impact. It is also important to recognize the difficulty of establishing a direct connection between the use of volunteers and student achievement. To do so, it is necessary to determine (1) which students were assisted by volunteers, (2) the nature of that assistance, and (3) how much assistance volunteers provided. This requires more extensive record keeping than is usually possible.

CONCLUDING COMMENTS

As budgets for vocational education continue to suffer under the strains of fiscal austerity, it will become more and more important that alternative resources are located to assist vocational educators. Volunteers and other community resources are utilized extensively by a wide variety of public agencies. Vocational education generally is not making the best use of volunteer resources at present.

The contributions that volunteers can make to vocational education will not be realized until vocational educators make a concerted attempt to utilize community resources in more effective ways. The opportunity to do so exists; however, the decision to make increased use of volunteer resources carries with it responsibility. The fact that people are donating their services makes it especially important that they be used to best advantage. This requires planning, organization, procedures for implementation, and evaluation.

Additional resources and expertise are not the only benefits that can be expected to result from a well-planned and organized vocational volunteer program. When this groundwork for volunteer programs is carefully laid, the community's involvement in vocational programs can grow rapidly and the school or institution will have helped create an informed public that is willing to take a stand in its behalf. This proved to be the case at two of the four previously mentioned vocational volunteer programs. At one of the sites, volunteers worked with school board members to gain their support for a new districtwide occupational education center. At a second site, volunteers from business and industry worked with school officials and board members in developing systemwide recommendations for the expansion and improvement of vocational education.

Clearly, volunteers can make a significant contribution to the program improvement efforts of vocational educators. Carefully conceived, planned, and administered vocational volunteer programs can offer a return on efforts far exceeding that of many other uses of program resources.

RELATED READINGS

Allen, Kerry K.; Chapin, Isolde; Keller, Shirley; and Hill, Donna. *Volunteers from the Workplace*. Washington, DC: National Center for Voluntary Action, 1979.

Burt, Samuel M. and Lessinger, Leon M. *Volunteer Industry Involvement in Public Education*. Lexington, MA: Heath Lexington Books, D. C. Heath and Company, 1970.

Chambers, Jewell C., ed. *ABC's: A Handbook for Educational Volunteers*. Washington, DC: Washington Technical Institute, 1972.

Darling, Sharon. *Organizing a Successful Adult Literacy Program*. Louisville, KY: Jefferson County Public Schools, 1983.

Finding Your Way Through the Maze of Volunteer Management. Prairie Grove, IL: Heritage Arts, n.d.

Helgerson, Linda W. *Manual for a Volunteer Services System*. Columbus, OH: Columbus Public Schools, 1974. (ERIC No. ED 116 284)

_____. *Volunteers in Education: A Handbook for Coordinators of Volunteer Programs*. Philadelphia, PA: Recruitment Leadership and Training Institute, 1975. (ERIC No. ED 117 341).

Katz, Douglas S. *Volunteers in Vocational Education: A Handbook for Program Development*. Washington, DC: U.S. Government Printing Office, 1982. (Stock No. 065-000-00139-0)

Naylor, Harriet H. *Volunteers Today—Finding, Training and Working with Them*. Dryden, NY: Dryden Associates, 1973.

Saltiel, I. *Functional Literacy for Adults*. Edison, NJ: Middlesex County College, 1983.

Slatkin, D. *Functional Literacy for Adults: A Workbook for Tutors*. Edison, NJ: Middlesex County College, 1983.

Slatkin, D., and Traylor, S. *Functional Literacy for Adults: An Administrator's Handbook*. Edison, NJ: Middlesex County College, 1983.

Stenzel, Anne K., and Feeney, Helen M. *Volunteer Training and Development—A Manual for Community Groups*. New York: The Seabury Press, 1968.

Volunteer Administration, published quarterly by the Association of Voluntary Action Scholars, The Pennsylvania State University, University Park, PA.

Voluntary Action Leadership, published quarterly by VOLUNTEER: The National Center for Citizen Involvement, Washington, DC.

Wilson, Marlene. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976.

REFERENCES

Bender, Louis W. "The Volunteer: Key to Community-Based Education." *Community and Junior College Journal*, XLIV (June-July 1975): 16-17.

Chambers, Jewel C., ed. *ABC's: A Handbook for Educational Volunteers*. Washington, DC: Washington Technical Institute, 1972.

Davis, Sarah A., and Maguire, Jack. *How to Recruit School Volunteers*. Los Angeles, CA: Los Angeles City Unified School District, 1977.

Katz, Douglas S. *Volunteers in Vocational Education: A Handbook for Program Development*. Washington, DC: U.S. Government Printing Office, 1982.

Levine, Evelyn, and Schmitz, Paul. *Volunteers in Education. Interim Evaluation Report*. Kansas City, MO: Kansas City School District, 1973. (ERIC No. ED 095 092)

MacBride, Marie. *Step by Step: Management of the Volunteer Program in Agencies*. Bergen County, NJ: Volunteer Bureau of Bergen County, 1980.

National School Volunteer Program. *Handbook for Teachers—Effective Involvement of School Volunteers*. Alexandria, VA: National School Vounteer Program, 1979.

"The 1981 Gallup Survey on Volunteering." *Voluntary Action Leadership*. (Winter 1982): 17-33.

Perkins, Bryce. *Getting Better Results from Substitutes, Teacher Aides, and Volunteers*. Englewood Cliffs, NJ: Prentice-Hall, 1966.

de Tocqueville, Alexis. *De La Democratie en Amerique*. London, England: Saunders and Otley, 1835.

U.S. Congress. Education Amendments of 1976. Public Law 94-482, enacted October 12, 1976. Washington, DC: U.S. Government Printing Office, 1976.

Wolozin, Harold. *The Value of Volunteer Services in the United States: Imputations Based Upon "Americans Volunteer 1974."* Manuscript prepared for ACTION, Contract No. 75-043-1044, 15 October 1975.